

**ASPIRA**  
OF AMERICA, INC.



# **ANNUAL REPORT**

## **Fiscal 1978-79**



Disciplina y  
Reflexiones . . .

*Changes in the  
type of  
funding  
reporting  
70% in  
1978-79  
No. 2  
Research  
center  
MCA*

**Aspira of America, Inc.  
1978-79 Annual Report**

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Note: Aspira of America's Financial Statement for Fiscal Year 1978-79 is contained in an 8-page insert that accompanies this report.

## Preface

Fiscal 1978-79 was a fruitful year for Aspira of America, Inc., and we look forward to this new decade of the 1980's with a strong sense of mission and hope.

Among our accomplishments, in terms of national program funding, Aspira of America secured a major grant from the Law Enforcement Assistance Administration (LEAA) for *Proyecto Armonia* (Project Harmony), and obtained continued funding for *Proyecto Amanece* (Project Dawn), also from LEAA. Both of these nationally coordinated programs were designed to strengthen the Aspira club networks in the Aspira Associates.

Also, the highly successful Health Careers Program has gained continued support from the Public Health Service and the Robert Wood Johnson Foundation. Since 1970, 522 Puerto Ricans have been admitted to U.S. medical and dental schools, and the Aspira Health Careers Program has been responsible for placing 40 percent of them.

During the year, Aspira of America's Board of Directors was active in studying possible options for expansion to other areas of the United States, due to the continued dispersion of Puerto Rican communities.

In 1969, Aspira was a New York-based agency, but there was growing interest in other Puerto Rican communities to develop similar agencies in their areas that would meet the needs of their youth. That year, a network of Aspira Associates was formed in New York, New Jersey, Pennsylvania, Illinois and Puerto Rico. And Aspira of America was created, to provide technical assistance and other services to the Associates. Now, the various Aspira Associates are solidly entrenched, providing vital services to youth in their respective areas. During the past fiscal year, for example, the five Aspira Associates were instrumental in placing more than 2,500 Puerto Rican and other minority students in college, and in offering a wide range of services to many other school-age youths.

Serious consideration is currently being given to an enlargement of the Aspira network, in response to the needs of Puerto Rican communities in other states. These include Massachusetts, Connecticut, Florida, Ohio, Wisconsin and California.

Another important Aspira activity is educational research and advocacy. Aspira of America is pleased to report the following accomplishments during the past fiscal year:

1. Opening the new Aspira Center for Education Equity (ACEE) in Washington, D.C., with funding support from the Ford Foundation and the National Institute for Education.

2. Holding of an important conference on educational research in New York in May 1979, with funding support from the National Institute for Education and the Carnegie Foundation.

3. The inauguration of a new journal, *Metas*, containing research and policy analysis on educational issues.

4. Obtaining grants for a series of studies on various aspects of education, and for a documentary film on the pioneers of the Puerto Rican community in New York City.

5. Working closely with the Puerto Rican Legal Defense and Education Fund, in applying continued legal pressure on the New York City Board of Education, in order to achieve quality schooling for Hispanic children.

6. Maintaining an active role in establishing coalitions with other Puerto Rican community organizations, and with major Hispanic and Black leadership groups.

As we enter this new decade of the 1980's, the Puerto Rican community in the United States continues to face serious socio-economic problems. For example, according to the latest Census data (1978), Puerto Rican families had a median annual income of \$7,972. This was less than half the median income for all U.S. families, and substantially lower than the median for Mexican-American, Cuban-American and other Hispanic families. In the area of education, 36 percent of Puerto Rican adults had completed high school, compared with a U.S. national average of nearly 66 percent.

However, these Census figures, compared with similar surveys taken in 1971, offer some reason for hope, and some indication that the long-range efforts of organizations such as Aspira are showing results.

For example, the percentage of Puerto Rican adults with a high school diploma has risen from 23 percent to 36 percent since 1971. Also, the percentage of Puerto Rican adults with a college degree, only 2.2 percent in 1971, nearly doubled, to 4.2 percent, in 1978.

Also, while only 2.7 percent of Puerto Ricans in the age 30-34

bracket were college graduates in 1978, if we look at the next youngest group (ages 25 to 29), we find that 11.1 percent were college graduates, a dramatic improvement. Since there is a clear link between income and education, it is hoped that by the end of this decade, if the level of educational achievement continues to rise, we will begin to see marked improvements in family income, and living standards.

This, at least, is the goal, and the hope of Aspira. We invite all readers of this report—members of the Puerto Rican community, scholars, government officials, and our friends in the corporate and foundation world who support our work—to join with us in making the 1980's not only a decade of great promise, but also one of great achievement. ■

Maria C. Santiago Mercado  
Chairwoman  
Board of Directors  
Aspira of America, Inc.

Mario A. Anglada  
National Executive Director  
Aspira of America, Inc.



Maria C. Santiago-Mercado presides over recent meeting of the National Board of Aspira of America.



"Proyecto Amanece" club facilitators at Aspira of Pennsylvania.

## Leadership Development Via the Aspira Process

Aspira was founded in 1961, in New York City, by a group of concerned educators, on the premise that the most effective way to combat the socio-economic ills that afflict our community is to educate our youth, and develop their potential for leadership.

This basic premise evolved into what we call "the Aspira process," which offers young people a network of services that fosters aspiration, self-confidence, the ability to achieve higher education, and a lasting commitment to help others in their community.

"The Aspira process" is the result of a carefully designed strategy. Since the Puerto Rican community is so young (median age 21), education was chosen as a logical means for achieving social change. But it was quickly understood that education, by itself, would be of limited value unless those who received these benefits also had nurtured in them a deep, lasting commitment to help others. This is why Aspira emphasizes that youth acquire not only knowledge of a profession, but also an appreciation of cultural roots, and an understanding of community problems.\*

\*Aspirantes (Aspira youth) are mainly Puerto Rican, because the agency operates in neighborhoods with large Puerto Rican populations, but Aspira is open to all, and has lent assistance to youth of all racial and ethnic groups.

"The Aspira process" proved so successful that, in 1968, the agency expanded to three other states (New Jersey, Pennsylvania, Illinois) and the Commonwealth of Puerto Rico, under the organizational umbrella of Aspira of America. Thus, 1980 marks the 19th anniversary of Aspira's presence in New York, and the 11th anniversary of Aspira as a national organization.

There is ample evidence of Aspira's success as an agent of social change: thousands of young Puerto Ricans and other minority group members, who are now working in myriad professions, making a better life for themselves, their families, and their communities.

One of the principal vehicles for "the Aspira process" is the network of Aspira High School Clubs. As of 1978-79, there were 84 clubs, with 2,663 active members.

The high school years, the period of adolescence, are particularly critical. This is when many young people in our community drop out of school, or move into low-skill, low-pay jobs, thus resigning themselves and their families to the lowest socio-economic level for the rest of their lives.

Aspira's High School Club system tries to break this grim cycle. It is in the club that Puerto Rican and other minority youth, often for the first time, become actively involved in a democratic political process, where they plan and implement socially useful activities and learn to interact with others in positive ways.

Club goals and activities are determined by the students, and deal mainly with educational and community issues. By taking the floor in elections and discussions, students learn to articulate their ideas, to overcome their shyness, to test ideas against reality, and to learn to take on responsibilities of a community-wide nature. By taking part in social, cultural, athletic and vocational activities which are part of the club agenda, youth are exposed to positive stimuli, and learn that they can play a role in improving the quality of their lives.

Aspira provides guidance to each club through community organizers and their aides. They are trainers, teachers, and motivators, and their job is to organize the clubs, so that members develop leadership abilities.

In recent years, the club system has been strengthened and expanded due to Federal grants from the Law Enforcement Assistance Administration (LEAA) of the U.S. Justice Department.

One of these grants is for Aspira's "Proyecto Amanece" (Project Dawn), which aims to deter youth crime in several cities by involving young people in a variety of positive activities. The "Amanece" project focuses particularly on youths age 14-18 who are either school drop-

outs, or low achievers. "Amanece" was first funded in September 1977 at a \$500,000 yearly level. Second-year funding, through October 1979, was also for \$500,000.

The other LEAA-funded program is "Proyecto Armonía," (Project Harmony) which received \$480,629 in support to carry out its activities in six cities during Fiscal 1978-79. This program is designed for youth, ages 14-18, who are both in and out of school, and involves club organization, as well as outreach to adult community groups.

Because most Aspira clubs are linked to the respective high schools where the members attend, the agency has good access to school officials, thus maintaining a useful link between the community and the institution.

Club members and other youths (both in and out of school) are given the benefit of a wide array of Aspira services, including educational counseling. Aspira's counselors develop educational and career goals for each student, via personal interviews. The counselor, a college graduate who is a product of the same cultural environment, is a sympathetic listener, and positive role model.

The counseling program also includes group discussions, workshops, lectures, help in selecting appropriate high school courses, tutoring, and help in applying for college admission, scholarships, and loans. Aspira also helps to put students in contact with college by arranging fairs, inviting representatives from area colleges. Once in college, Aspirantes can still avail themselves of the agency's services. Many Aspirantes have, upon completion of college, returned to the agency to work as club organizers and counselors, thus reinforcing their commitment to help their community.

In 1978-79, Aspira's Associates in New York, New Jersey, Pennsylvania, Illinois and Puerto Rico were successful in placing 2,990 students into colleges and universities. Over the years, more than 30,000 Puerto Rican and other minority youth have been enrolled in higher education thanks to Aspira's placement efforts. ■





College health career counseling conducted by Aspira of Illinois.

## National Health Careers Program

During the past nine years, Aspira has made dramatic progress in addressing the urgent need for doctors, dentists and other health professionals in the Hispanic communities of the United States.

Since 1970, 522 Puerto Rican residents in the United States have been admitted to medical school; of these, 206 (roughly 40 percent) have been placed in medical school with the assistance of Aspira's Health Careers Program. (Table 1)

The Health Careers Program was first launched by Aspira of New York in 1970, with a small (\$10,000) grant from the Klingenstein Foundation, enabling one counselor to recruit, counsel and assist Hispanic college and high school students who were interested in a health career.

In March 1971, the National Urban Coalition awarded the program an additional \$75,000, enabling the counselor to organize a great many more activities.

In 1974, Aspira of America received a 16-month \$250,000 program

grant from HEW's National Institute of Health, to implement a nation health careers program, operating at all of Aspira's Associates. The first year of this counseling program was significant. Eight students from the Puerto Rican community were accepted to medical schools; this may appear to be a small number, but it represented nearly one-third of all the Puerto Rican students from the U.S. mainland who were allowed entry to medical schools that year.

Over the years, the program's success has attracted increased support. In 1974, NIH transferred the administration of the program to the Public Health Service (PHS). Aspira's grant was renewed in June 1975 for \$215,830 (for November 1975 to October 1976) and again for \$221,206 (for 1979-1981). In 1979, Aspira also received a supplemental grant of \$222,569 from PHS (for November 1979 through October 1981) to expand its program to new sites in West Chester, Pa., Waukegan, Ill., and Jersey City, N.J.

In 1975, the Robert Wood Johnson Foundation enabled Aspira to further expand its program through a \$256,490 grant (April 1975 to March 1977). The grant was renewed in 1977, and again in August 1979, for an additional two years.

This additional funding has enabled Aspira to consolidate its program into a comprehensive health careers network for Puerto Rican and other Hispanic students, from high school through to medical school. In each Aspira Associate, one counselor deals specifically with high school students, under funding from PHS. Another counselor works only with college, and to some extent, medical school students. This latter portion of the program is supported by the Robert Wood Johnson Foundation grant.

Because of this specialization, more attention and energy was focused into increasing the number of Puerto Rican and other Hispanic students applying to, and being accepted by, American medical and dental schools. As a result, there has been a significant increase in placement figures, from 9 in 1971, to 74 in 1979. In the past four years, for example, we see the following:

Year	Aspira's Medical-Dental School Placements	Aspira Placements in other Health Career Training
1975-76	51	365
1976-77	53	349
1977-78	69	611
1978-79	74	468
4-year total	247	1,793

In addition, in the summer of 1979, 33 undergraduates were placed in various pre-med and pre-dental summer programs sponsored by Harvard, Tulane, Georgetown, Cornell, N.Y.U., and other universities.

While there is still a shortage of health career professionals in the Hispanic community, tangible process is indeed being made.

**TABLE 1**  
PERCENTAGE OF TOTAL MAINLAND PUERTO RICAN  
MEDICAL SCHOOL ENTRANTS PLACED BY ASPIRA

YEAR	TOTAL MPR* MEDICAL SCHOOL ENTRANTS	ASPIRA MPR PLACEMENTS	% PLACED BY ASPIRA
1970-71	27	11	29%
1971-1972	40	13	32%
1972-1973	44	8	18%
1973-1974	56	21	37%
1974-1975	59	28	40%
1975-1976	71	27	38%
1976-1977	72	29	40%
1977-1978	68	31	45%
1978-1979	75	41	55%

\*MPR—Mainland Puerto Rican



High school student works in Newark hospital as part of Health Careers Summer Internship Program organized by Aspira of New Jersey.



Rafael Valdivieso, Director of Aspira's Center for Educational Equity in Washington, D.C.

## Aspira's Growing Washington Presence

The end of Fiscal 1978-79 marked the growing presence of Aspira in America in the nation's capital.

During the year, Aspira concluded its highly successful National Fellows in Policy program in Washington, D.C., which received major financial support for four years from the Rockefeller Foundation.

As this program phased out, Aspira's presence in Washington was continued, and expanded, with the establishment of the new Aspira Center for Educational Equity (ACEE), which has involved itself in research, policy analysis, and dissemination of data regarding educational issues as they affect Hispanics and other minorities.

Almost simultaneous with the opening of its new office, ACEE received a \$105,000 grant from the National Institute for Educational Research (NIE), to increase the participation of Hispanic scholars in educational research and development.

Under the NIE grant, ACEE will, among other activities, commission research papers by nine senior fellows during a one-year period; the papers will examine the "state of the art" of various educational research topics. Also, the Aspira-NIE fellows will be brought to Washington to discuss their papers in a series of forums with federal government officials.

In addition to administration of the NIE fellows program, the Aspira Center, because of its strategic location in Washington, will assist

the invaluable task of "networking" between Puerto Rican educators around the nation, Federal government officials, and educators from other Hispanic groups located in the capital.

Each year, ACEE will also publish and disseminate an annual assessment of the state of Puerto Rican and Hispanic education throughout the United States, and will issue a periodic newsletter on this and related topics.

As ACEE moves ahead with its various ambitious projects, under the direction of Rafael Valdivieso, Aspira can look back with great satisfaction at the four-year experience of its National Fellows in Policy program. Each year a group of fellows (from 6 to 9 yearly) were recruited from within the Puerto Rican community, after a rigorous selection process, and gained invaluable experience in the area of governmental policymaking. In some cases, after being placed in stimulating work settings, the fellows found permanent employment in Washington, while others returned to their communities, to assume jobs of higher responsibility and impact than they held previously.

For example, as reported previously, one fellow, a former bilingual teacher in New York City, later became a supervisor in the Bureau of Bilingual Education in the New York State Education Department. Another fellow, formerly a social worker, later became Assistant to the Dean at the Jane Adams School of Social Work. Another, formerly an accountant, became regional coordinator of a "Head Start" program in Puerto Rico.

Below is a brief summary of the eight fellows who participated in the fourth, and final, year of the program, which concluded June 30, 1979:

*Cycle 4, Aspira-Rockefeller Fellows*

- *Andrés Ortiz*, a Spanish Curriculum Coordinator in the New York City Board of Education, did field placement work with the Office of Bilingual Education, U.S. Dept. of Education.
- *Rosa A. Reymunda*, a Program Coordinator with the Puerto Rican Opportunity Center in Miami, Fla., did field placement work with the Office of Employment and Training, U.S. Dept. of Labor.
- *Erick Inzaray*, an Assistant Coordinator for Bilingual Education with the New York City Board of Education, was placed with the Human Resources Development Division, U.S. State Dept.
- *Roberto Negrón*, an Assistant Principal from Junior High School 99, New York City, did field placement work with the Commissioner's Office, U.S. Office of Education.
- *Clara Cordero*, Coordinator of the South Community Organiza-

tion, Biscayne, Fla., did field placement work with the Commissioner's Office, U.S. Office of Immigration and Naturalization.

- *Evelyn Dávila*, a Program Development Consultant for the Psychiatric Hospital, Rio Piedras, Puerto Rico, was placed with the Center for Education Finance and Government of the Rand Corporation.

- *José Manuel Navarro*, an assistant director with Temple University, was placed with the Committee for Community and Economic Development of the National Governor's Association.

- *Hector R. Villafañe*, a bilingual teacher in the New York City schools, was placed with the Office of Administration and Program Analysis, U.S. Dept. of Commerce. ■

## National Scholarship Program

This was the fifth consecutive year that Aspira of America was able to provide special scholarships to needy college undergraduate and graduate students, thanks to a grant from the UPS Foundation. During fiscal 1978-79, 51 students received these scholarships, worth a total of \$17,000.

The five-year total of scholarship monies distributed thus far is \$125,100.

The size of the individual award is not large (ranging from \$100 to \$800), but since the typical recipient is of very modest means, these amounts are sometimes critical in enabling students to continue their studies.

The 51 UPS-Aspira scholarships granted in 1978-79 helped students enrolled at colleges and universities throughout the United States and Puerto Rico. Applications for these scholarships are obtained directly from the various Aspira associates. The breakdown of scholarships awarded, by Associate, was as follows:

Associate	Grants	Amounts Awarded
New York .....	24	\$ 6,900
Pennsylvania .....	16	4,400
Puerto Rico ..	6	2,400
Illinois .....	4	2,400
New Jersey .....	2	900
Total	51	\$17,000

## Research and Advocacy

Since its creation in 1961, Aspira has been a strong advocate of quality education for Puerto Rican and other Hispanic youth.

Effective advocacy must be coupled with a command of relevant data. Since much too little is known about the educational problems of Puerto Rican and other Hispanic youth, Aspira in recent years has stressed the importance of quality research and policy analysis on these issues.

In May 1979, in New York City, Aspira conducted a major research conference, with funding support from the National Institute of Education and the Carnegie Foundation. Several months prior to the conference, Aspira organized a Research Task Force on Education, whose principal goal it was to develop the planning, design and methodology of a comprehensive program of research. Six papers, on various aspects of needed educational research, were presented by Task Force members at the conference.

This conference promises to have considerable long-range impact. Already, one study proposed at the conference (on classroom interaction) has been funded and is being carried out by Dr. Isaura Santiago.

The conference also served to prompt the creation of *Metas*, a new academic journal, to be published three times yearly by Aspira of America. The six papers presented at the conference are being published in issues No. 1 and 2 of *Metas*, dated Fall 1979 and Spring 1980. The third issue of *Metas*, scheduled for publication in mid-1980, will contain still another Aspira research effort, a survey of Hispanics in the U.S. with doctoral degrees, by Abidin Noboa.

The creation, in 1979, of the Aspira Center for Educational Equity (ACEE) in Washington, D.C. also promises to generate needed data. ACEE will commission research papers on various topics (to be prepared by senior fellows) and will also publish an annual assessment of the state of Puerto Rican and Hispanic education throughout the United States.

Perhaps the best-known example of Aspira's advocacy role is the *Aspira v. New York City Board of Education* lawsuit of 1974, which resulted in Federal court-mandated bilingual education programs in the school system. Aspira continues to carefully monitor the Board of Education's compliance with this court order. Also, Aspira has become involved in

new litigation, demanding that New York's public schools provide adequate services to children with special learning problems.

During the past fiscal year, Aspira officials at the national office, in Washington, and at Aspira's Associates have been active at all levels in pressing for access to quality education for the agency's youth constituency.

For example, the National Executive Director of Aspira of America, Mr. Mario A. Anglada, is a frequent visitor to Washington, D.C., where he maintains contacts with Federal officials whose decisions affect the education of millions of Hispanic students. In the past year, Aspira offered written testimony on national legislation, and lent strong support to the effort that resulted in the creation of a new U.S. Department of Education.

Aspira lent support to the creation of a new National Puerto Rican Coalition, to represent the interests of the Puerto Rican community in Washington. The agency also reached out to other minority groups, in order to have greater impact on national policy. For example, Mr. Anglada is an active member of the National Committee for Black and Hispanic Concerns, and, last year, was Chairman of the Forum of Hispanic Organizations, an alliance of Puerto Rican, Mexican-American and other Hispanic community-based agencies. ■



Mario A. Anglada, National Executive Director, Aspira of America.



## Letters to Aspira . . .

Aspira's Health Careers Program is one of many efforts by our agency to assist Puerto Rican and other minority students in pursuing a career that is both rewarding to themselves and their community. Here is a sampling of letters concerning our success with this particular program:

"I would like to take this opportunity to inform you of the great cooperation we have had with Aspira of New Jersey relative to the recruitment and retention of Puerto Ricans in the School of Medicine. This cooperation began some years ago when I addressed a large group of high school and college students at a career program sponsored by Aspira of New Jersey . . . (Aspira's) input to our programs has helped us to identify and enroll a number of Puerto Ricans who we might otherwise have missed."

—Joseph P. Tassoni, Ph.D.  
Director of Admissions  
College of Medicine and  
Dentistry of New Jersey

"During the past three years Aspira has worked closely with the Boston University School of Medicine Office of Minority Affairs in identifying qualified applicants for medical school . . . the recommendations provided by Aspira . . . have proved helpful in our evaluation of applicants. . . . Often minority students have little access to health settings and to health professionals . . . This deficit underscores the need for organizations like Aspira . . .

—Stanford A. Roman, Jr., M.D., M.P.  
Assistant Dean  
Boston University Medical Center

"Aspira of Puerto Rico started a new program to help prospective medical students in taking the Medical College Admission Test. As a result of this, a large number of low socio-economic students have been able to

enter our Medical School, since their scores in the M.C.A.T. examination have been greatly improved because of the Aspira program . . ."

—Rafael Rivera Castaño, M.D., M.P.H  
Dean of Student Affairs  
University of Puerto Rico,  
Medical Sciences Campus

"(Aspira's) referral of Hispanic students helped to increase our applicant pool, and a number of these students participated in our Pre-Medical Summer Program . . ."

—Anthony A. Clemendor, M.D  
Associate Dean  
New York Medical College

"Our program has had a continuous working relationship with Aspira . . . I think that your organization's amazing success to date reinforces the obvious need for more counseling for minority students, particularly in the health related fields. Admission to medical school for minority students is becoming increasingly difficult. But the one thing I have noticed about Aspira students is that they are obviously well prepared, both in their academic course selection as well as interview skills. In my position, interviewing several hundred students per year, I see so many minority applicants that have either been misinformed or noninformed, that it is a welcome relief to talk with your students. . ."

—Blanche E. Staton,  
Recruiter/Counselor  
Temple University Health  
Sciences Center

## ASPIRA OF AMERICA, INC.

### BOARD OF DIRECTORS

#### *Chairperson of the Board*

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#### *Vice-Chairperson, Program (Student)*

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Ms. Nereida Sáez (Student)  
Mr. Fidel Rodriguez (Student)  
Mr. Angel M. Cruz (Student)

\*Members of Executive Committee  
(As of October 1, 1979)

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## Publications Available from Aspira of America

- *Metas*, a new journal published three times yearly, containing research on education and related social issues, as these affect Puerto Ricans and other Hispanics. Subscriptions: Individuals, \$9 for one volume year (3 issues) and \$17 for two years; Libraries, institutions, agencies and government, \$12 for one volume year and \$22 for two years. Free sample copy on request.

- *Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970*. Research Report No. 1, September 1976. 46 pp. \$2.50.

- *The Land-Grant Analogy: Possible Applications to the Urban University of the Future*. Speech presented to a National Conference at Northeastern Illinois University by Mario A. Anglada, National Executive Director, Aspira of America, May 15-16, 1978. 12 pp. \$1.

When ordering the above publications, make checks payable to "Aspira of America, Inc." Mail orders to: Communications Department, Aspira of America, Inc., 205 Lexington Ave., New York, N.Y. 10016.

# Summary of Statistical Charts from Annual Reports Fiscal year 1978-79

Associate	Health Careers						
	Intake	Cumulative Caseload	College Placement	Number of Clubs	Club Members	Medical-Dental School Placements	Other H.C. Placements
Aspira of New York, Inc.	960	1,820	329	27	941	21	151
Aspira, Inc. of New Jersey	1,353	2,523	350	17	368	16	38
Aspira, Inc. of Illinois	1,588	8,696	1,027	12	483	14	58
Aspira, Inc. of Pennsylvania	1,700	7,685	450	19	576	2	42
Aspira, Inc. of Puerto Rico	502	4,215	163	9	295	21	179
Totals	6,103	24,939	2,319	84	2,663	74	468

## CONTRIBUTORS TO ASPIRA FISCAL YEAR 1978-79

### FOUNDATIONS

*Grants of \$15,000 and Over*

DeWitt Wallace Fund (New York  
Community Trust)  
Robert Wood Johnson Foundation  
Rockefeller Foundation  
United Way  
UPS Foundation  
Geraldine R. Dodge Foundation

*Grants of \$10,000-\$14,000*

Hayden (Charles) Foundation  
Turrell Fund

Victoria Foundation

*Grants of \$5,000-\$9,999*

Community Funds  
Klingenstein (Esther A. & Joseph)  
Fund

*Grants of \$1,000-\$4,999*

C.I.T. Foundation  
Edwin Gould Foundation  
Russell (Tom) Charitable Foundation

*Grants of \$500-\$999*

Forest Fund  
Signode Foundation

*Grants of \$100-\$499*

Campe (Sam & Louise) Foundation  
Cooper (Max and Dora) Family  
Foundation

### CORPORATIONS

*Grants of \$15,000 and Over*

International Business Machines  
Corp.

*Grants of \$10,000-\$14,999*

Exxon Corporation  
New York Life Insurance Company  
United States Steel Foundation

*Grants of \$5,000-\$9,999*

American Telephone & Telegraph  
Company

Atlantic Richfield Foundation  
Chesebrough-Ponds, Inc.  
Equitable Life Assurance Society of  
the United States  
General Motors Corporation  
Gulf & Western Industries, Inc.  
R.J. Reynolds Industries, Inc.  
Sears, Roebuck and Company  
Time, Inc.  
Union Carbide Corporation  
Xerox Corporation

*Grants of \$1,000-\$4,999*

AMAX Foundation, Inc.  
American Broadcasting Company  
Amoco Foundation, Inc.  
Arthur Anderson and Company  
ARA Services, Inc.  
Bowery Savings Bank  
Bristol Myers Company  
Coach Products, Inc.  
Colgate Palmolive Company  
Compton Advertising Company  
Container Corporation of America  
Continental Group Foundation, Inc.  
Continental Bank Foundation, Inc.  
Culbro Corporation  
Esmark Foundation, Inc.  
First Boston Foundation Trust  
First Federal Savings & Loan  
Association of Chicago  
First Federal Savings & Loan  
Association of Puerto Rico  
First National Bank of Chicago  
Girard Bank  
General Electric Company  
Grace Foundation, Inc.  
Hilton International  
Inland Steel Ryerson Foundation, Inc.  
International Business Machines  
(Chicago)  
International Ladies Garment  
Workers Union  
International Paper Company  
Foundation, Inc.  
International Telephone and  
Telegraph Company  
K-Mart

Kraftco Corporation  
 Kraft Foods Division  
 Sealtest Foods Division  
 Breakstone Sugar Creek Foods  
 Division  
 Manufacturers Hanover Trust  
 McGraw-Hill, Inc.  
 Metropolitan Life Foundation  
 Mobil Oil Corporation  
 Montgomery Ward and Company,  
 Inc.  
 Mutual Benefit Life Insurance  
 Company  
 Nalco Foundation  
 National Broadcasting Company  
 Northern Trust Company  
 Oscar Mayer and Company  
 Pepsico Foundation, Inc.  
 Pfizer, Inc.  
 Philadelphia National Bank  
 Philip Morris, Inc.  
 Public Service Electric & Gas Co.  
 Quaker Oats Company  
 RCA Corporation  
 S&H Foundation, Inc.  
 Schering Plough Corporation  
 Singer Company  
 Sony Corporation of America  
 Squibb Corporation  
 Texaco, Inc.  
 Trans Union Corporation  
 Warner Communications, Inc.  
 Western Electric Fund  
 Westinghouse Electric Company  
 Zenith Radio Corporation

*Grants of \$500-\$999*

Amstead Industries Foundation, Inc.  
 Colt Industries  
 General Cable Corporation  
 International Business Machines (P.R.)  
 J.C. Penney Company, Inc.  
 Lerner Stores Corporation  
 Morton Norwick Products  
 Motorola Foundation  
 Nabisco Corporation  
 Scott Paper Company  
 Urban Investment Corporation

WMAQ-TV  
 F.W. Woolworth Company

*Grants of up to \$499*

AB Dick Foundation, Inc.  
 Advest, Inc.  
 Aerospace Systems  
 Airco, Inc.  
 American National Bank and Trust  
 Company of Chicago  
 Cantera Diaz, Inc.  
 Cooperative Vega Alta  
 D'All Equipmenttrade  
 El Comandante Auto Sales  
 Electrim Corporation  
 Hart, Schaffner, Marx Charitable  
 Foundation, Inc.  
 HTL Industries Caribe, Inc.  
 Howard Savings Bank  
 International General Electric  
 Jersey Central Power and Light  
 Company  
 Joseph Saif, Inc.  
 Lowenstein, Sandler, Brockin, Kohl  
 and Fisher  
 Manuel A. Novas and Associates  
 Owens Illinois of Puerto Rico  
 Puerto Rico Chapter  
 Quaker Chemical Company  
 RB Construction Corporation  
 Rexco Industries, Inc.  
 Rohm and Haas  
 Sandoz, Inc.  
 Sani Plant Company  
 Sanson Equipment Corporation  
 TMX Times Watches  
 Universal Development

*General Community*

Fraternidad Phi Delta Gamma  
 Ms. Madeline A. Cooke  
 Mr. & Mrs. Marvin Gimprich  
 Mr. Elias Maldonado  
 Mr. Roberto Ochart  
 Mr. Melville E. Prior  
 Ms. Mercedes V. Reid  
 Mr. Donald M. Scott  
 Mrs. Gregory B. Votow